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ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE MIDDLE STATES AND MARYLAND

BALTIMORE MEETING

The sixth annual convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, was held at the Johns Hopkins University and the Woman's College, Baltimore, on Friday and Saturday, November 30th, and December 1st, 1894. The actual number of delegates registered at the convention was 180; of whom 18 were from Baltimore, the remainder from other cities. But this number is far too small to represent those who were really in attendance at the meeting. The capacity of the hall in which most of the meetings were held is about 450, and it is safe to say that nearly 400 people were present, the most of whom were delegates.

Three sessions of the convention were held on Friday, (at 10:15 A. M., 2:45 P. M. and 8 P. M); and on Saturday the final session was held at 9:30 A. M. The afternoon session of Friday was held in the chapel of the Woman's College; all the other sessions were held in Levering Hall of the Johns Hopkins University.

FRIDAY, NOVEMBER 30.

9:30 A. M. Before the assembling of the convention proper a business meeting of the executive committee of the association was held in McCoy Hall of the Johns Hopkins University, at which various routine business was transacted and the Friends' Academy and the Girls' High School, both of Philadelphia, were admitted to membership in the association.

10:15 A. M. The President of the association, President F. L. Patton, of Princeton, was unable to be present. In his absence Vice President W. J. Holland, Chancellor of the Western University, called the convention to order and presided at all the sessions. President Daniel C. Gilman of the Johns

Hopkins University, delivered an address of welcome to the members of the convention, outlining the programme and describing the educational institutions of Baltimore, with especial reference to the Johns Hopkins University and the Woman's College.

The subject for discussion at the first session of the convention was

THE PLACE AND TEACHING OF HISTORY AND POLITICS IN SCHOOL AND COLLEGE

Twenty minute papers on special phases of the subject were read by four members of the association ; and three members took part in the discussion that followed the reading of the papers. The following abstracts of papers and remarks will show the drift of the discussion:

IS HISTORY PAST POLITICS ?

Professor Herbert B. Adams, of the Johns Hopkins University

The origin of Mr. Freeman's conception of history is to be found (1) in the teachings of Dr. Thomas Arnold, who held to the Greek conception of the state as a commonwealth embracing all the higher interests of society ; and (2) in the writings of Niebuhr, and of the modern German school, Ranke, Maurenbrecker, and Droysen, who lay chief stress on institutional and political history. Niebuhr's influence was communicated to English scholars by Arnold and Freeman. The first mediator between Niebuhr and American schools of history and politics was Dr. Francis Lieber, who had been a tutor in Niebuhr's family, and who by his advice came out to America. Lieber was quite emancipated from the false political philosophy of the eighteenth century, and held firmly in his writings on Civil Government and Political Ethics to English ideas of institutional liberty. In his professorships, first at Columbia, S. C., and second at Columbia College, New York, Lieber co-ordinated historical and political science as naturally related

subjects. In the reorganization of departments at Cornell, Harvard, and the Universities of Michigan and Wisconsin, history, politics, and economics have been more intimately associated in recent years. At the Johns Hopkins University they were never divided, and are still harmoniously grouped together for department unity and greater educational efficiency. Johns Hopkins men have never maintained that all history is past politics, but simply that the main current of historic life runs through the state, in which all civil society lives, and moves, and has its being.

OUGHT THE SOURCES TO BE USED IN TEACHING HISTORY ?

Professor James Harvey Robinson, University of Pennsylvania

The student needs to be trained in the use of books. We encourage too often a spirit of unquestioning acceptance in the student who, like the public, rarely asks for the sources of his information. A healthful scepticism should be encouraged, and the student should be taught by the use of a variety of books, and by the careful study of single documents to understand the general methods of historical research, and in that way learn to distinguish between good and inferior works. This training is almost entirely neglected in our schools and colleges, and should devolve upon the teacher of history. It is not intended that such works should replace, but supplement the usual methods of instruction. The so-called "inductive method" is to be favored only as a means to a definite end, namely, the cultivation of the critical faculties of the student. The sources are both available and interesting. A variety of arguments can be urged against the attempt to teach general history, which seems destined, according to every analogy in other studies, to give way to the consideration of the great epochs of history.

THE PLACE OF HISTORY IN THE PREPARATORY SCHOOLS

*Principal Henry P. Warren,
Albany Academy*

Sciences teach the virtue of truth. History teaches all the virtues. History is the universal study; it is as objective as science, and as subjective as prose literature. It touches life on all sides. This is a cynical age: an age of bicycles, football, and leisure. Saturate the boy with the life of the past before he joins the athletic crowd, and he cannot become wholly absorbed by sport. Introduce him to men who lived grandly, perhaps died heroically. Make him as intimate with the personality of great Americans as he is with his father's friends.

It is not true that children dislike history. But the history to be taught them must not be a dead insensate thing; it must have sparkle and life, and if it is the story of what men did with the vital spark intact, it appeals to any child's imagination. But it is facts that a boy should acquire in his preliminary historical work. Theory is reserved for the time when he shall have mastered his ground-work of fact—when he leaves the college for the university.

CIVICS IN THE SECONDARY SCHOOLS

*Mr. Samuel E. Forman, of the
Johns Hopkins University*

Teachers are in direct touch with a million of minds that may be trained to think clearly upon political matters. It is the privilege and duty of the schools to indoctrinate this vast body of young people in principles of good government and to inspire them with intelligent patriotism. By the general teaching of civil government we may arrive at a higher public morality. If the teaching of civics is to be effectual, it must be approached upon the ethical side. Citizenship is a matter of conduct; good citizenship is patriotism touched by morality. The key to the method to be employed is to make

business for the pupils. Resolve the class into some kind of civic body, as a Senate, a Congress, a town-meeting. It was in such bodies that the civic qualities of the race were developed and it is in such bodies that the young may be most profitably trained for citizenship. By means of debate some of the cardinal virtues of the citizen may be learned. Every high school should have its debating society, the management of which should be a part of the regular work of the school.

FIVE-MINUTE DISCUSSION

*Dr. George M. Phillips, State Normal School,
West Chester, Pa.*

Many of our citizens are sadly ignorant of our government. This is partly due to its complicated character. In Pennsylvania, and in many other states, as many as six different "governments" hold jurisdiction, and every citizen there is under at least four. The complicated nature of our government may indicate a high type of governmental development. We can not emphasize too strongly the importance of a knowledge of our government by educated men. The catalogue of five leading universities and colleges within the bounds of this association, show that none require any knowledge of this subject for entrance, and only one makes it a required study in its regular academic course. Yet no one should be allowed to graduate at an American college without a good knowledge of his own government. High schools and academies should make it a special study, and public schools generally should teach it in connection with the history of the United States. No public school teacher should be granted a certificate till he has shown fair knowledge of his government. The prevalent feeling of unrest and dissatisfaction furnishes a most important reason why the principles of good government and sound political ideas should be generally taught; and the educated classes should lead in this movement.

*Mr. Glenn Mead, Episcopal Academy,
Philadelphia*

My text is the eight-year course, suggested by the History Conference. I plead for an increase in the amount of history studied in our schools for two reasons: first, the need of historical study for the power it gives to judge correctly in the world of politics, to tell the sham statesman from the true; second, the attractiveness of the study, its fascination for good students and poor, for the bright and the dull, the lazy and the industrious; its power for arousing and sustaining interest. The eight-year course is open to criticism for two reasons: first, it demands too much work and too hard work for undeveloped pupils; second, it resembles too closely the severe work exacted in college. I strongly urge the entire omission of the eighth year of "intensive" study.

1 P. M. After the morning session the delegates were invited to a luncheon at Home C. of the Woman's College. Here about 125 guests were so beautifully entertained that the afternoon session was not called to order till after 3 P. M. The afternoon session was held in the chapel of the Woman's College. The chief business was

THE DISCUSSION OF THE REPORT ON THE REQUIREMENTS FOR ENTRANCE EXAMINATIONS IN ENGLISH OF THE COMMITTEE OF TEN, APPOINTED BY THE ASSOCIATION AT THE LAST ANNUAL CONVENTION.

The general recommendations of this report are as follows:

1. That the time allowed for the English examinations for entrance to college be not less than two hours.
2. That the books prescribed be divided into two groups—one for reading, the other for more careful study.
3. That in connection with the reading and study of the prescribed books parallel or subsidiary reading be encouraged.
4. That a considerable amount of English poetry be committed to memory in preparatory study.

5. That the essentials of English Grammar, even if there is no examination in that subject, be not neglected in preparatory study.

The part of the Report that deals with the subject of College Entrance Requirements in English urges uniformity in the demands to be made by the various colleges, and divides the books upon which applicants are to be examined into two groups : first, those that are to be read for a general knowledge of their substance; and, second, those that are to be thoroughly mastered so that the applicant may be examined upon their subject matter form and structure.

This is an abridged statement of the Report which furnished the theme for discussion at the session Friday afternoon. A more complete statement of the history of the appointment of the Conference, as well as of its report, will be found on pages 648-653 of the December number of the *School Review*.

The outline of the discussion is shown by the following abstracts :

Professor Francis Hovey Stoddard, of the University of the City of New York, presented the report of the committee and opened the discussion.

The report of the committee is before you. It is most fortunate that the committee as appointed was so large and was representative of such diverse educational interests. The problem set to be solved was an exceedingly difficult one. From the preparatory schools came an imperative demand for a reasonable uniformity in entrance standards. Whatever theoretic objections may be made to it, under modern conditions such uniformity is the price to be paid if preparatory instruction in English is to be given in our schools at all.

But the systematic teaching of English is a modern enterprise. English teaching has been the field for varied and interesting experiments. Every plan seemed to be supported by a proposition, the overthrow of which would impair great educational systems. But the very diversity of usage suggested a method of procedure. The committee prepared circular let-

ters of inquiry, and sent them to about one hundred colleges and four hundred preparatory schools. The responses were carefully tabulated, and it is upon these that the report is based ; and the confidence with which we present this report is based far more upon this consensus of excellent opinion than upon the satisfaction with which any member of the committee views any specific detail of the scheme.

The simplest solution of the difficulty would have been to adopt the system in use in most of the New England colleges. But criticism of this system came from New England itself ; the colleges there had outgrown it, and demanded a larger and more flexible system. Correspondence was opened with the New England Association of Colleges and Preparatory Schools, and with the Commission of Colleges in New England on Entrance Examinations. Delegates from New England met the members of this committee, and after joint deliberation the report was drawn up which forms the basis of our recommendations.

In our report are recognized two applications of theoretic principle and two necessities of practical procedure. We have endeavored to make some definite statement of the relation that an examination for admission to college ought to have to all parties concerned. If held at all, the examination ought to be something more than an ingeniously devised inquisition for sorting candidates ; it ought to give the candidate as well as the examiner an opportunity. It ought to be a presentation in brief of some of the most desired results of the candidate's previous work. The brief time possible for the examination compels a limitation of amount of work, and also of kind of work. Certain subjects, excellent in school work, seem somewhat undesirable as examination tests. Therefore, the principles of selection of fit examination subjects made our first problem. We have tried to solve this problem by such a treatment of the entire examination requirement as would express its purpose and extent ; it was determined to frame the entire requirement so that the treatment, the training, and the proficiency

desired, rather than certain specific examinations of details should be given.

To put this resolve into practice involves the second problem of theory. This was to discover, if possible, what basis of uniformity underlay the conflicting usages of colleges and schools. The principles finally settled upon are clearly enough given in the examination form. They suggest that the selection of the works to be studied, as well as the definite presentation of a general method of study, is within the province of the education requirement. For each year a number of works are set for reading and practice, and a smaller number for study and practice.

Two practical demands must be met. One is the demand from both schools and colleges that as much as possible we should avoid disturbance of the existing courses in schools, and of the published announcements of colleges. The second was a demand for flexibility of amount while preserving uniformity of kind in the preparatory school work. The first of these demands was met by the adoption without change of the books recommended for 1895, 1896, and 1897, by the New England commission; and even for 1898 no very radical changes are made. The second of these practical demands—for flexibility of amount in the examination—really arises from the comparative newness of thorough teaching in English work. So we have divided the examination into two sections, presuming that colleges desiring a less extended test might let either section first or section second stand as the entire examination, or might prescribe only a portion of the suggested books; that colleges desiring a more extended test might lay greater or less stress on one or other of the separate sections, or might set section one as a preliminary with expectation of a more rigid test on section two.

To hold the ground already gained, to get elasticity with consistency, to choose the excellent element underlying the existing usage, and to make such an examination as may prove a

connecting link between the work of the schools and that of the colleges—these were the objects sought.

Professor James W. Bright, of the Johns Hopkins University

It is all important that the teachers in the schools conform to the spirit of the new law. The books required to be read may be read, and the books to be studied may be studied ; that would be much, for the letter of the law is also good, but the spirit is better. The implied doctrine of the report may be summarized as follows :

1. Every pupil in the secondary schools should receive guidance and control in reading books as literature, and in acquiring the habit of storing up in the mind notable lines from the poets. This is purely ethical. It assumes no speculative doctrine, but merely the belief in what is universally acknowledged to be good.

2. Every pupil in the secondary schools should be trained and encouraged in writing his own language. There is apparently a trace of doctrine underlying this ; but it is doctrine so little removed from pure ethics—mere rightness of conduct—that for it too may be claimed a universal assent. One of the principles here involved was formulated by the author of *Tom Jones* thus : “ An Essay to prove that an author will write better for having some knowledge of the subject on which he writes.”

3. By easy and natural gradation every pupil in the secondary schools should be taught to perceive the grammatical structure of his vernacular and those features of expression which give to language clearness, precision, fitness, and effectiveness. Here the sense of the report puts the stress upon *natural gradation*, and thus excludes premature technicality in what are called Grammar and Rhetoric. If this stress be admitted, there can be no withholding of unqualified approval of this feature of the report.

4. Every pupil in the secondary schools should be required

to study several representative books, poems, and essays, so that he may know them in some true sense as literature ; that from them and from reflection upon the conditions of their production, he may be introduced to a perception of the fundamental principles of literature as an art, with respect to its forms, its functions, its history. That the discipline of the secondary schools should contribute this much to the foundation of true culture has, happily, become too obvious to admit discussion. Let me cite a few words from two of the most recent works of fiction, words which contain something more than mere antithesis : “ The average reader who reads much remembers little, and is absurdly inaccurate.” “ It is wonderful how much one does learn when he does not read.” No one should be “absurdly inaccurate” if he has been to school, for he should be no longer an “average reader,” but one who has *learned to read*, and one who has learned how to learn when he is not reading.

Mr. Wilson Farrand, Newark Academy

When, a year ago, I ventured upon some mild criticism of the college requirements in English, I little thought that I should so soon be accorded the privilege of urging the adoption of a plan that meets squarely every objection then made. The first objection to the old requirements was that they were not definite. The report before us sets up a definite standard. Clearness and accuracy are the qualities of style to be secured. What sort of study of the books is desired, is stated as explicitly as is wise or possible. The second objection was that the old requirements set up a wrong standard. The report marks an advance in this respect ; negatively, by abolishing the “essay” form of examination ; positively, by providing for both general reading and close study, and by recognizing the unity and historical continuity of our literature. The third objection was that the old requirements were not rigidly enforced. No report of committee can directly affect this laxity ; but the more definite and the more rational the

requirement, the easier it will be for the schools to live up to it, and for the college to insist that the schools shall live up to it. The fourth objection, and the chief objection, was that the old requirements were not uniform. Many schools have had to prepare the pupils of a single class to meet four or five different requirements. The result has been that the schools either have been overburdened, or have deliberately slighted the work. It is the unanimous testimony of schoolmasters that they can do better work with a uniform requirement, even if it is not the best that can be devised.

This report meets squarely every important objection to the old system, and will give us substantial uniformity. The advantages to be gained by uniformity more than overbalance any possible defects in the report. In the name of the preparatory schools, I appeal to the colleges to adopt it, even though they may not approve of all its details. So doing they will make this requirement a help and not a hindrance, and do much to raise to its proper place the teaching of the English language and literature.

Professor Bliss Perry, College of New Jersey, Princeton

The recommendation of the report with reference to the memorizing of poetry supplements admirably those phases of the report which define strictly the limits of the English examination. In teaching imaginative literature the best results are those which are too intangible to be registered. A boy should be helped to feel poetry as well as taught to understand it, and though analytic methods have a place in preparatory work they should be accompanied by methods that enable the pupil to feel the power of a poem as an artistic whole. The memorizing recommended by the report should however imply an effective oral rendering, inasmuch as a poem reveals itself as a work of art only when interpreted by the voice. The vocal interpretation of poetry in the preparatory years is desirable on three grounds: it restores the balance between knowledge and feeling; it teaches, better than anything else, the

secrets of poetic form ; and it implies an adequate realization of the content of poetry.

DISCUSSION UNDER THE FIVE-MINUTE RULE

Professor Francis A. March, Lafayette College

This plan demands that five recitations a week shall be given the English through the whole of a high-school course of four years. There should be one literature day a week. The books to be read should be carefully divided into suitable weekly portions ; and the recitation should be occupied with examining to see that the weekly portion has been read and understood, and with exciting interest in the reading. Biography of authors and something of the history of literature belongs with this day. It would be well to have a printed program of each of the exercises of the year with liberal directions and suggestions to teachers as to the topics to bring forward and methods of making the literature days educative and interesting. Model exercises for the different kinds of reading might be given. Colleges which accept certificates in place of examinations may well require certificates stating specifically that the full number of literature days have been taken.

Two days a week at least should be given to recitations on the books prescribed for study. These recitations should be like those in Latin and Greek, analyzing the text, and reading it clause by clause, attending to grammar and dictionary work, and to rhetorical, biographical, metrical, esthetical, and other matters, so as to be ready for an examination paper or any passage in the prescribed books.

There should be two practice days every week to prepare pupils to read aloud to others and to speak in public ; and to write letters, advertisements, reports, descriptions, and the like. These days may also be used in part upon the literature ; pupils reading selected passages from it, reciting passages of poetry and prose, and writing on topics connected with it.

School exercise-books may be sent up for college examination.

Colleges will no doubt freely accept other books equivalent to those specified, if read and studied in good form, as they do in Latin and Greek ; so that teachers who find themselves unable to prepare new sets of books every year, as most thorough teachers will, can send up students on the same set year after year.

*Professor John B. Van Meter, Dean of the Woman's College,
Baltimore*

Whether the recommendations of the committee present an ideal plan or not, the uniformity that they would tend to bring about, is greatly in their favor. Even a uniform plan will not secure uniform results ; on the other hand, the results that we are seeking are possible, by means of some other plan, to the extent, at least, that different books might be used for both reading and study.

Professor Nicholas Murray Butler, Columbia College

In the brief time allotted to me, I would do three things : (1), commend the report ; (2), point out that no matter how excellent a scheme it may be, it must be sympathetically and intelligently administered ; and (3), move its adoption.

The report was then adopted, with two minor amendments.

5 P. M. At the close of the afternoon session, the delegates were invited to a reception and tea at the Bryn Mawr School. Here they were graciously received by the secretary of the school, Miss Ida Wood, and several of her staff of teachers ; and the delegates were shown about the beautiful school building by a number of the pupils. Tea was served in the gymnasium.

8 P. M. At eight o'clock Friday evening *Professor Ira Remsen, of the Johns Hopkins University*, delivered an address in Levering Hall on

THE POSITION OF THE AMERICAN COLLEGE IN OUR EDUCATIONAL SYSTEM

The following abstract contains the substance of his most admirable and stimulating address :

“The subject to which I ask your attention is as trite as any with which college people and school people have to deal ; and yet it is important, for it is not necessary that a subject should be new in order that it should be important. The subject, in short, is the position occupied by the American college in what is sometimes, by courtesy, called our educational system. It is a subject on which, I am sure, you have all thought a great deal. I have been thinking about it ever since I have had anything to do with colleges ; and while I have not reached a final conclusion, yet I have noticed some things that ought to be remedied.

“I have in mind what is generally spoken of as ‘raising the standard.’

“In order that we may understand certain matters of importance, it will be well to go back some time, and inquire what the American college was many years ago—what ideas were in the minds of those who founded the colleges, and of those who had to deal with the colleges that were in operation early in the century.”

Dr. Remsen then read an extract from the catalogue of Yale College for 1830–31, giving the requirements for admission, and another extract giving President Dwight's view of the object of the college ; and then gave the present requirements for admission. He then proceeded :

“Now it is clear that the persons who had to deal with colleges in 1830, had not the same object in mind as those who have to deal with the colleges of the present day. Whatever the shortcomings of the colleges may be, they all have certain ideals ; some of them set the pace, and the others are trying to catch up ; so that we must look to the college at the head of the list, and inquire what the ideals of that college are—what it is trying to do—and we shall find out what the other colleges are trying to do. Now, this raising of the standard, in the sense of requiring more work for admission to college, has been going on year after year until matters have reached such a pass that many are asking whether it has not

been overdone, and whether the best thing we can do is not to turn back. The actual state of the case is this. It has been found that the average age of entrance to the leading colleges is between 18 and 19. We are striving, in every way, to get the boys to go to college ; yet we have the fact staring us in the face that the boys cannot get through college until they are, (on the average,) 22 or 23 years old. It seems to me that this is clearly wrong. What is the boy going to do after he gets through college? Is that the end of all things for him? The college is but the beginning, not the end of anything.

“Let us not forget that while the colleges are raising the standard the professional schools are also requiring more of their students. Medical schools, for example, are lengthening their course to four years. Thus, between the college on the one hand and the professional school on the other, the student is kept in training until he is about 28 years old ; and even then he can hardly be said to be ready to begin his life work. Then suppose a young man wishes to take higher work in the sense in which that expression had come into use : he wants to do graduate work. This cannot properly be taken up until after the college course ; so that here also we find that those who undertake such work are handicapped by the long preliminary training we require of them.

“This question will suggest itself : why is it that we are constantly pushing forward, trying to get more and more from those entering college? This is a difficult question to answer. There are no doubt many causes at work, and it is impossible for any one to determine exactly what all of these are ; but one of the principal causes is, I believe, the influence of Germany upon those who have to deal with educational matters in this country. The way in which their influence is felt is well known to many of you ; but, for the sake of others, permit me to state my view of the case.

“During the last half century, and more, many of the graduates of American colleges have gone abroad, more especially to Germany, to follow higher courses. Some of these have

become expert in the methods there in vogue, and have come back home with the hope of introducing something of that which appealed to them in the foreign country. They have desired to raise something to the grade of the German University, and, finding nothing else to work upon, they have begun upon the college.

“And so we find the machinery of the university transplanted to the college. Practically everything of benefit in the university has been tried in the college. I feel that these experiments will end in failure, and that they are at present doing positive harm to the students. These cannot satisfactorily do the work required of them and must go on in a bungling sort of way without accomplishing the results that the teacher desires.

“As to a remedy for the evil, the clear recognition of the nature of the evil is the first thing needed. If college authorities could be brought to see things as they are, a good beginning would be made. One thing will help us. Let us work persistently to keep clear the distinction between the University and the College ; let it be known that there is a difference, and that we recognize the difference.”

Professor Remsen then quoted some authorities on the subject of the difference between the college and the university, especially Presidents Gilman and Low, and said : “ These ideas, so clearly expressed, are the ideas which seem to be taking hold ; and I believe one hope for future success in college work and in university work is to be found in adherence to these general ideas. We must endeavor to avoid mixing up the college and the university. This mixing process, as I have already pointed out, is now going on extensively, and I believe that it marks a movement in the wrong direction. I make an appeal for a backward movement in so far as the requirements for admission to college are concerned, and therefore as far as the amount of work required of the college student is concerned. I believe a simpler course would give better results. I believe that if students in college were required to do less, they would do more.”

9 P. M. After Professor Remsen's address the delegates adjourned to McCoy Hall, where a reception was tendered them by the Johns Hopkins University. The handsome new building was decorated for the occasion. At 9:30 some of the visitors went to one of the small lecture rooms where Dr. Charles L. Poor, Associate Professor of Astronomy at Johns Hopkins, delivered a short illustrated lecture on "Recent Observations on the Planet Mars." Others assembled in the main hall to be entertained by Miss Hermine Lueders, a pianist of Mrs. Lefebvre's School, and by a stringed orchestra. At ten o'clock the main library and the seminary rooms were thrown open for inspection. The reception committee consisted of President Gilman and several members of his faculty, and the representatives of the largest educational institutions of Baltimore.

SATURDAY, DEC. 1.

9:30 A. M. The closing session of the Convention was held in Levering Hall, of the Johns Hopkins University. The reports of the treasurer and of the committee to audit the treasurer's account were accepted. The committee on nominations submitted the following as officers of the association for the coming year :

President : Professor Nicholas Murray Butler, Columbia College, New York.

Vice Presidents : Professor Lucy M. Salmon, Vassar College ; President E. B. Warfield, Lafayette College ; Professor Bliss Perry, College of New Jersey ; Principal Isaac T. Johnson, Friends' School, Wilmington, Del. ; Dean John B. Van Meter, Woman's College, Baltimore.

Secretary : Professor John Quincy Adams, University of Pennsylvania.

Treasurer : Professor John B. Kieffer, Franklin and Marshall College.

Executive Committee : The President, Secretary, and Treasurer *ex officio* ; President Daniel C. Gilman, Johns Hopkins ; Dean N. L. Andrews, Colgate University ; Head Master

James C. McKenzie, Lawrenceville School ; Principal Julius Sachs, Collegiate Institute, New York.

The report was accepted, and the nominees were elected.

Then followed a discussion of the special theme set for the session,

THE FUTURE OF THE COLLEGE

Mr. Talcott Williams, Philadelphia Press

I deplore the lack of statistics from which safe inferences may be drawn as to the sources of supply from which our colleges derive their students. But I place before the Convention the results of inquiries that I have made. Two deductions seem to be safe. First, the amazing value of large college endowments and of large, conspicuous colleges in stimulating the appetite for a college education. In a large sense colleges, like Darwin's earthworms, create the soil in which they grow. Is it not clear from statistics that the attendance on detached colleges must be created by their presence and would not exist without them? Is not their future growth and multiplication an absolute necessity, if a college appetite is to be created as strong as that which exists in Massachusetts and Connecticut? In short, in considering the future of the college as apart from the university, are we not apt to overlook the need of educating the community as well as the individual, and the necessity of scattering colleges so as to create by their influence the soil out of which the college student will grow?

Secondly, if colleges have a local command over their attendance, so that a large part is due to place, and they are sought, not because they are cheap and easy, but because they are near, it is plain that standards could be raised and qualifications at entrances and for a degree advanced without the risk of losing students. Since locality counts for so much, students will rise to the standard of the college. Ought not, then, the detached colleges to unite in common examinations for en-

trance of an advanced standard? Relying on the tendency of all college attendance to be local, competition being reduced by even a moderate distance, colleges may safely apply more rigorous standards with the certainty that while the education they give will improve, the attendance by which they are supported will not be lessened.

President Isaac Sharpless, Haverford College

There are in the United States about 295 colleges without professional or considerable graduate departments, containing 22,500 collegiate students or 76 to a college. Their productive endowments aggregate \$22,000,000 and they have 1,000,000 volumes in libraries. They will probably continue to exist, except such as should be relegated to secondary schools or die by coalescence.

The reasons which will induce patrons to support them are : 1, the loyalty of alumni and friends ; 2, their religious associations and definite Christian teaching ; 3, better moral conditions, particularly among the Freshman, arising from closer acquaintance ; 4, better sanitary conditions, being usually in the country ; 5, the stimulus of a few great men, who will be closer to the students than in a large university. Roughly there are three classes of small colleges : the dishonest ones, which are deceiving the public and their students ; the honest but weak ones, which constitute a large class and need sympathy and encouragement ; and the strong ones with a definite field to occupy and which believe in their own work and are not ambitious to be universities or very large institutions.

The programme for them to follow is to get into close touch with high schools and academies of their neighborhood and to admit with moderate but honest requirements embracing two of the four foreign languages, to keep within their proper functions by getting rid of preparatory and professional departments (unless amply endowed) and send their graduates to the large universities for future work, to select professors with great hearts as well as great minds who will impress students.

if unable to spend much money to secure a few good men rather than a number of mediocre ones, to make college life full, rich, and interesting with lectures and entertainments centering in the college, to develop a good *esprit de corps*, and to keep out low-lived students and encourage practical religion.

The normal points of such colleges would be manly and conscientious graduates with a fair amount of accurate information and a desire for more. There will be found patrons for such colleges.

President Ethelbert D. Warfield, Lafayette College

Our colleges are living organisms. They owe their origin and development to many causes. The laws of their growth are to be discovered by investigation, not by sage assumption. Their future will depend on wise management, prompt response to public demand, judicious directing of educational ideals, not on definitions or attempts to establish on a uniform basis. The duty of our colleges is to grow as the country grows. This they have done from log school-houses to great institutions. They have done this with sturdy independence, resisting, while using, foreign influences. The college represents the fundamental element of higher education, the first and once indispensable course in the Humanities. Hence some of our colleges have naturally added, as they were able, other courses, and have become universities of the European type. The questions each college must answer are : 1,—does it hope to become a true university ? or, 2,—does it mean to be only a college ? Either course is legitimate. The great thing is to let the substance go before the name. Let a college be a good college, well equipped with faculty, apparatus, and buildings, and much resorted to by students—before it expands. Then let expansion come only with a definite demand and adequate funds. On the other hand, let the college that finds itself crowded out frankly recognize its loss of prestige and become a good academy rather than a poor college. Such differentia-

tion is characteristic of evolution. It should depend on the force of circumstances, however, and not on legislative enactment. The great determinator of the future of institutions, as of men, is the vital force that they possess. Every institution must be left to work out its own career, frowned on when pretending to do what it does not do, encouraged when it does its part faithfully, kept under the eye of an enlightened public criticism, but free from the trammels of the doctrinaire.

President M. W. Stryker, Hamilton College

The compiler of this report has been unable to secure from President Stryker an abstract of his extraordinary paper. His theme was the defense of the small college as a Christian training-school; and his paper was in all respects one of the most notable and effective read at the convention: virile, philosophical, epigrammatic. No one but the writer of the paper would be foolish enough to essay the task of condensing its wisdom and beauty into an abstract. But it should be said for the consolation of those who were not fortunate enough to hear President Stryker that the paper will soon appear in *The Independent*.

Professor Edmund J. James, University of Pennsylvania

Professor James has been so busy since the convention that he has been unable to prepare a synopsis of his remarks; and he spoke with such rapidity, and from such a store-house of information, that no reporter could keep pace with him. It is to be hoped that he will prepare for publication an article on the theme that he discussed—the Evolution and the Proper work of the American College.

Principal Isaac T. Johnson, Friends' School, Wilmington, Del.

The future of the college will be to make cultured citizens, not specialists in science, the arts, or professional work. To secure this result, they will attempt only such work as they can do well and avoid expensive equipments in

many departments, and have the best in a few. They will maintain scholarships at the university to encourage special and advanced study by such students as prove themselves capable and worthy. There will probably be more uniformity in the substance, requirements, and course of study. Colleges of the same district should unite for mutual advantage and secure common instruction. Many of those in control of colleges do not recognize the need of keeping the cost of a college education within the reach of poor men's children. The advantages of a college education should be brought within the reach of a larger number than at present.

Under the head of miscellaneous business, ex-President Magill, of Swarthmore College, introduced two resolutions which led to a lively discussion. These resolutions were as follows :

“Resolved : that a Committee of Ten, representing the three classes of institutions belonging to this Association, be appointed by the chair, to report at our next annual meeting a proposed minimum grade of an institution hereafter to be admitted to our list of preparatory or high schools ; the minimum grade which shall entitle an institution to be admitted to our list of colleges ; and the minimum grade which shall determine the admission of an institution to our list of universities.

“Resolved : that this committee be further instructed to consider and report at our next annual meeting, whether the time has not come for this Association to recommend most earnestly that each of the three classes of institutions represented in our body should, as fast as such a course may be found practicable, be placed under separate management ; the preparatory schools not aiming to do college work by attempting the preparation of students for any but the Freshman class of the college ; the colleges not carrying, as a part of their work, a preparatory school, on the one hand, nor aiming to imitate university methods on the other ; and the universities, in like manner, not trenching upon the work of colleges by admitting undergraduate classes.”

After an animated discussion the resolutions were placed in the hands of the Executive Committee with power to decide whether such resolutions should be put upon the programme for discussion at the next annual convention.

Upon a motion made by Dr. E. J. James it was voted that the chair appoint a committee of five to collect educational statistics, with reference to attendance at preparatory schools, colleges, and universities. This committee, subsequently appointed, consists of Professor R. P. Falkner of the University of Pennsylvania, Professor Richmond Mayo Smith of Columbia College, Principal C. H. Thurber of Colgate Academy, Mr. T. W. Sidwell of the Friends' School, Washington, D. C., and Mr. Talcott Williams of Philadelphia.

Resolutions were passed, thanking the authorities of the Johns Hopkins University, the Woman's College, and the Bryn Mawr School, for their generous courtesy to the delegates and thanking Professor John Quincy Adams for his effective work as Secretary of the Association. Resolutions were also passed expressing profound regret at the death of President McCosh of Princeton, and President Welling of the Columbian University, Washington. Thereupon the Convention adjourned after a very profitable and fruitful meeting.

Since the adjournment of the Convention it has been announced in the newspapers that the Executive Committee have chosen Lafayette College, Easton, Pa., as the place for holding the next Convention.

Laurenceville School

L. C. Hull

COMMUNICATION

HIGH SCHOOL CLASSICAL LIBRARY

At the Spring meeting of the Michigan Schoolmaster's Club, held in March, 1894, a committee was appointed to prepare a careful report on the subject, "The High School Classical Library." The Committee were requested to make a collection of the best editions of the classics studied in preparatory schools, and to designate the best manuals and books of reference in the various departments of classical philology that come within the range of preparatory work.

This Committee, of which Mr. C. L. Meader, of the Latin